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DROPOUT PATTERNS IN THE NEW HOPE PROJECT.

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OF 1,006 REFERRALS FROM THE STATE DEPARTMENT OF EMPLOYMENT, 29 PERCENT DROPPED BEFORE COMPLETION OF THIS ADULT TRAINING PROJECT. OF THESE, 6 PERCENT WENT TO WORK AND 11 PERCENT DROPPED FOR REASONS WHICH WERE UNAVOIDABLE. THE ACTUAL DROPOUT RATE WAS 12 PERCENT. OF THE DROPOUTS, 41.9 PERCENT GAVE REASONS WHICH WERE WITHIN THE CAPACITY OF THE PROGRAMS TO CORRECT, WHILE 21.4 PERCENT DROPPED FOR WORK PURPOSES. FINDINGS SHOW THAT TWO-THIRDS OF THE TOTAL DROPOUTS WERE STUDENTS WITH NO PREVOCATIONAL TRAINING, AND TABLES DETAIL PERCENTAGES WITHIN THE PREVOCATIONAL, TRADE AND INDUSTRIAL, BUSINESS, AND AGRICULTURE PROGRAMS FOR THE REST OF THE DROPOUTS. THE PREVOCATIONAL PROGRAM SHOWED THE ONLY SIGNIFICANT DECREASE IN DROPOUT RATE, DUE TO A CONCENTRATED EFFORT TO IMPROVE ATTENDANCE AND IDENTIFY PROBLEMS AS EARLY AS POSSIBLE. SUGGESTIONS AND RECOMMENDATIONS FOR PROGRAM MODIFICATION ARE INCLUDED. (DE)

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MDTA New Hope School

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IN THE

NEW HOPE PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DROPOUT PATTERNS IN THE NEW HOPE PROJECT

Several of the manpower projects in the nation have educational programs for the unemployed and undereducated adults in their community. Such programs continually encounter a variety of problems because they have accepted a challenge to help people that society has largely ignored. In doing so, these projects are facing the task of providing a program that adults will find so meaningful that they are willing to take the chance of another failure. In the past and the present, school systems have consistently provided educational programs which the unemployed and undereducated found meaningless. Therefore, at the beginning, individuals from the so called hard-core unemployed are often skeptical and hesitant.

Under these conditions the unemployed and undereducated quickly leave a program that seems to have little relationship to what they feel they need. Besides, it is rather simple for some to say "It is the program that failed me, I did not fail." In view of this attitude, the program which holds its students throughout the training process can point to its achievement with some pride. In fact, if they can hold even one-half of their trainees, they have achieved a goal far beyond many adult retraining programs. This does not suggest that manpower projects should aim at a fifty percent dropout rate, but it does recognize the realities of the population they are trying to help.

The individual who drops out of the educational program represents a failure of the program, except when the individual drops out to go to work, which is the main goal of these programs. In other cases the dropout represents a program failure because the resources of the program were inadequate, the needed staff or material were simply unavailable, such as the lack of a qualified psychologist for

mental disorders, or a visiting nurse for preventative medicine problems. Others who drop because of a lack of interest or attendance are clearly program failures where immediate actions to remedy the situation are needed. Based upon this rationale, the reasons for dropping are reported in the following categories: (1) Work - those who dropped in order to accept employment; (2) Lacked Elements - those who dropped because of personal character problems including alcoholism or mental imbalances, those who dropped to get married or because they were moving to another area, or those with medical problems including pregnancy, injury, disease or psychosomatic problems; (3) Program Failures - those who dropped because of a lack of interest, inability to remedy family problems cr make progress in the program, as well as those who were dropped because of poor attendance.

The New Hope Project had received 1006 different referrals to the various educational programs from the Department of Employment. This number of referrals was sufficiently large to suggest that conclusions on dropout rates could be generalized to the total program in the future. This may not be possible if the adults entering the project in the future are considerably different than those that have entered the project so far, if the basic philosophy of the project changes materially, or if specific programs make a serious effort to reduce their dropouts. It is upon this basis that the following findings are presented as being representative today and in the future.

FINDINGS

The total dropout rate for the project was 29 percent, but 6 percent had dropped to go to work, and 11 percent represented drops the program was not equipped to prevent. Thus, the program dropout rate was actually 12 percent. That is, 121 students left the project for reasons that were within the program's ability to prevent if some modifications were made. At the same time, reductions in the 11 percent figure would be possible if major changes, such as approval of the Title V application on non-learning problems were carried out. This project has been under consideration for a year and the likelihood of getting the needed services to reduce this portion of the dropouts appears to be somewhat remote. Until such a time when the needed elements are available, this portion of the dropout rate cannot be influenced materially.

TABLE I

PERCENT OF TOTAL DROPS IN EACH EDUCATIONAL PROGRAM

EDUCATIONAL PROGRAM	WORK		LACKED ELEMENTS		PROGRAM FAILURES		TOTAL	
	f	%	f	%	f	%	f	%
Prevocational	17	5.9	43	14.9	25	8.6	85	29.4
Homemaker	0	0.0	2	0.7	0	0.0	2	0.7
TRADE AND INDUSTRIAL VOCATIONS								
Custodian	8	2.8	4	1.4	7	2.4	19	6.6
Cook/Kitchen Helper	3	1.0	4	1.4	2	0.7	9	3.1
Waitress	2	0.7	2	0.7	3	1.0	7	2.4
Service Station	2	0.7	0	0.0	2	0.7	4	1.4
Dry Cleaning	4	1.4	10	3.4	4	1.4	18	6.2
Nurse Aide	3	1.0	10	3.5	28	9.7	41	14.2
Lic. Practical Nurse	1	0.3	7	2.4	23	8.0	31	10.7
Dental Assistant	0	0.0	2	0.7	8	2.8	10	3.5
TOTAL	23	8.0	39	13.5	77	26.6	139	48.1
BUSINESS VOCATIONS								
Bank Teller	0	0.0	0	0.0	0	0.0	0	0.0
Bookkeeper	8	2.8	0	0.0	2	0.7	10	3.5
Cashier	0	0.0	0	0.0	0	0.0	0	0.0
Clerk Typist	7	2.4	13	4.5	8	2.8	28	9.7
Sales	1	0.3	6	2.1	0	0.0	7	2.4
TOTAL	16	5.5	19	6.6	10	3.5	45	15.6
AGRICULTURAL VOCATIONS								
Milker	1	0.3	0	0.0	2	0.7	3	1.0
Farm Mechanics	3	1.0	2	0.7	8	2.8	13	4.5
Groundsman	1	0.4	1	0.4	0	0.0	2	0.8
Vine & Tree Pruner	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	5	1.7	3	1.0	10	3.5	18	6.2
GRAND TOTAL ALL PROGRAMS	62	21.3	106	36.6	121	42.1	289	100.0

f = frequency

The prevocational program accounts for almost one-third of the total dropouts. Since this portion of the project deals with persons who usually have the more severe problems, this finding was not too surprising. Table I also showed that 5.9% dropped to go to work. This is the primary goal of the project, at the same time, those seventeen persons attended prevo for an average of eleven weeks which raises a number of questions as: were they already adequately qualified to go to work when they were referred or was the exposure to the prevo program enough to move some people into the work force? In any event, it is clear that 8.6 percent of the total dropouts might have been prevented in the prevo program.

The trade and industrial vocations accounted for nearly one-half of the total drops, but only one-fourth of these dropped for reasons that program modifications might have prevented. In other words, one-half of the trade and industrial drops would either be considered desirable since they went to work or outside the capabilities of the present program to prevent.

Table I showed that one-half of the total T & I drops were from the health occupations. It was noted that over two-thirds of each program's drops were within the present capabilities of the health programs to prevent. Even upon recognizing the high standards followed in the health occupations, this figure would seem to be unrealistically high.

The total dropout rate for the culinary occupations was 5.5 percent. The true rate was 1.7 percent. This suggested that two thirds of their drops either went to work or were beyond present program capabilities to prevent. This was approximately the same finding for the custodial and dry cleaning classes. In the case of the custodians, however, twice as many dropped to go to work as those who dropped

for reasons beyond the program's present capabilities, while the exact reverse was true of the dry cleaning vocation.

The business vocations accounted for 15.6 percent of the total drops, with about one third dropping to go to work. It was also found that no one had dropped the bank teller or cashier programs. These factors contributed very heavily to the very low 3.5 percent true dropout rate.

The agriculture vocations accounted for the remainder, or 6.2 percent, of the total drops. One-half of the trainees who dropped gave reasons within the control of the various programs. Although the percentage is small, it does represent the same proportion as was found in the trade & industrial occupations.

Table I presented an overall view of the dropouts and the reasons for dropping. Such information is of value if the various programs use it in making program modifications. This assumes that any potential dropout from the program which could be prevented would be desirable. This assumption may or may not be acceptable to a given program for perhaps valid reasons. In any event, Table II provides a comparison with the January 14, 1966 report, in order to show what progress, if any, has been made in solving individual program's dropout rate.

TABLE II

COMPARISON OF PAST AND PRESENT DROPOUTS

EDUCATIONAL PROGRAM	PAST DROPS				PRESENT DROPS				CHANGE	
	Total Rate		True Rate		Total Rate		True Rate		Total Rate	True Rate
	f	%	f	%	f	%	f	%	%	%
Prevocational	43	32.6	16	12.1	85	23.2	25	6.8	-9.4*	-2.3
Homemaker	2	33.3	0	0.0	2	33.3	0	0.0	0.0	0.0
TRADE AND INDUSTRIAL VOCATIONS										
Custodian	10	13.6	5	6.8	19	16.4	7	6.0	+2.8*	-0.8
Cook	5	16.7	0	0.0	9	15.2	2	3.4	-1.5	+3.4
Waitress	6	15.4	3	7.7	7	16.3	3	7.0	+0.9	-0.7
Service Station	4	11.8	2	5.9	4	11.8	2	5.9	0.0	0.0
Dry Cleaning	--	--	--	--	18	35.3	4	22.2	--	--
Nurse Aide	28	18.8	19	12.8	41	20.4	28	13.9	+1.6	+1.1
Lic. Prac. Nurse	15	44.1	10	29.4	31	42.5	23	31.5	-1.6	+2.1
Dental Assistant	--	--	--	--	10	66.7	8	53.3	--	--
TOTAL	68	30.1	39	10.9	139	23.5	77	13.0	+3.4	+2.1
BUSINESS VOCATIONS										
Bank Teller	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Bookkeeper	6	25.0	2	8.3	10	23.3	2	4.6	-1.7	-3.7
Cashier	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Clerk Typist	6	28.6	2	9.5	28	45.2	8	12.9	+17.6	+3.4
Sales	5	9.8	0	0.0	7	10.8	0	0.0	+1.0	0.0
TOTAL	17	12.7	4	3.6	45	23.0	10	5.1	+10.3	+1.4
AGRICULTURAL VOCATIONS										
Milker	--	--	--	--	3	23.1	2	15.4	--	--
Farm Mechanics	--	--	--	--	13	50.0	8	30.8	--	--
Groundsman	2	18.2	0	0.0	2	18.2	0	0.0	0.0	0.0
Pruner	--	--	--	--	0	0.0	0	0.0	--	--
TOTAL	2	18.2	0	0.0	18	24.0	10	13.3	+5.8	+13.3
GRAND TOTAL ALL PROGRAMS	132	21.0	59	9.3	289	23.4	121	9.8	+2.4	+0.5

*A minus sign means the percent of dropouts has decreased since the last study, while a plus sign means the percent of dropouts has increased.

Table II indicated that in most programs the percentage of drops is almost the same as it was previously or even higher than it was at the last report period. For example, in the entire program the true dropout rate increased 0.5 percent, which on a practical basis is no real change, while the total rate increased 2.4 percent. The only significant exception to this generalization was the prevocational program where the total rate decreased 9.4 percent and the true rate decreased 2.3 percent.

The decrease noted in the prevocational program was due to a concentrated effort to improve attendance and identify problems as early as possible. This allowed the staff to take preventative and remedial steps for student problems before they became so overwhelming that they dropped out. A similar program in the vocational areas may produce the same type of results. On the other hand, it may be possible to decrease the prevo true rate of dropouts even further, by making concentrated efforts for students who show a lack of interest or lack of progress as well as those with certain family problems. This suggestion does not overlook the fact that the present effort directed specifically at attendance has an overlapping influence on persons who may drop because of a lack of interest or progress.

It was found that the total percentage of drops from the cook/kitchen helper class had declined overall. Two individuals had dropped for reasons that may have been within the program's control. There were no such persons at the last report period, but two people do not establish a trend. This is even clearer in the waitress program where there have been no meaningful changes.

The percent of trainees dropping from the health occupations has increased. At the same time, the changes are small and not particularly meaningful. In effect, it is apparent that neither the LVN or nurse aide programs have been able to make any significant reduction in their true dropout rates.

The percent of drops from the bookkeeper program has been steadily declining. This is apparently due to an increased interest on the part of the students. This interest was associated with modifications in the instructional process and curriculum that made the class more meaningful because the students could see the immediate utility of what they were learning.

Dropouts from the clerk-typist program have increased materially. This may reflect a difficult problem encountered when one attempts to reduce the number of dropouts. Specifically, some individuals who are prevented from dropping out have very low employment potential. Therefore, the number of students who are employed may decline. If one allows the dropout rate to increase, the rate of employment may increase. Good examples of this are the LVN and nurse aide programs where the potential employability of those who do complete the programs are very high. Although one must recognize this dilemma, these programs must also face the fact that many of their trainees had low employment potential or they would have been employed in a number of instances. Therefore, the answer does not lie in raising the entrance requirements, but improving the programs to meet the needs of those whom they serve.

Another way to analyze the dropout rate is to focus attention on the individual programs and the reasons why people dropped out. In this way the areas of needed improvement become specific and clear.

TABLE III

PERCENT OF TOTAL DROPS IN EACH CATEGORY OF REASONS

EDUCATIONAL PROGRAM	Total Entering	Total Drops f	Total Drops %	Reasons: Work f	Work %	Lacked Elements f	Lacked Elements %	Program Failures f	Program Failures %
Prevocational	366	85	100	17	20.0	43	50.6	25	29.4
Homemaker	6	2	100	0	0.0	2	100.0	0	0.0
TRADE AND INDUSTRIAL VOCATIONS									
Custodian	116	19	100	8	42.1	4	21.1	7	36.8
Cook	59	9	100	3	33.3	4	44.5	2	22.2
Waitress	43	7	100	2	28.6	2	28.6	3	42.8
Service Station	34	4	100	2	50.0	0	0.0	2	50.0
Dry Cleaning	51	18	100	4	22.2	10	55.6	4	22.2
Nurse Aide	201	41	100	3	7.3	10	24.4	28	68.3
Lic. Practical Nurse	73	31	100	1	3.2	7	22.6	23	74.2
Dental Assistant	15	10	100	0	0.0	2	20.0	8	80.0
TOTAL	592	139	100	23	16.5	39	28.1	77	55.4
BUSINESS VOCATIONS									
Bank Teller	17	0	100	0	0.0	0	0.0	0	0.0
Bookkeeper	44	10	100	8	80.0	0	0.0	2	20.0
Cashier	9	0	100	0	0.0	0	0.0	0	0.0
Clerk-Typist	62	28	100	7	25.0	13	46.4	8	28.6
Sales	65	7	100	1	14.3	6	85.7	0	0.0
TOTAL	197	45	100	16	35.6	19	42.2	10	22.2
AGRICULTURAL VOCATIONS									
Milker	13	3	100	1	33.3	0	0.0	2	66.7
Farm Mechanics	26	13	100	3	23.1	2	15.4	8	61.5
Groundsman	11	2	100	1	50.0	1	50.0	0	0.0
Pruner	25	0	100	0	0.0	0	0.0	0	0.0
TOTAL	75	18	100	5	27.8	3	16.7	10	55.5
GRAND TOTAL ALL PROGRAMS	1236	289	100	62	21.3	106	36.6	121	42.1

Table III indicated that 41.9 percent of the total dropouts gave reasons for dropping that were within the present capacity of these programs to correct. It was also shown that 21.4 percent dropped to go to work which is the ultimate aim of the total program. At the same time the appropriateness of such an action depends in part on the trainee's ability to remain at work, which is a question for the follow-up report. It was found that over one-third of the drops gave reasons that were beyond the program's present capabilities to prevent, as was pointed out at the beginning of this report.

One-third of the total drops from the prevocational program might have been prevented through program modifications. Specifically, there is the need to consider an approach that will reduce the number who drop because of family problems such as the husband who doesn't want the wife to go to work and related domestic problems. Current programs to identify potential causes for dropping as early as possible, as well as curricular revisions to make classroom activities more meaningful will also help. Continued and improved efforts, in any case, will be necessary.

Over one-half of the trade & industrial vocational drops gave reasons for dropping that were within the present program capabilities to prevent. The health occupations accounted for the greatest proportion of this group. For example, 80 percent of the dental assisting drops, 74.2 percent of the Licensed Practical Nurse drops, and 68.3 percent of the nurse aide drops gave reasons in this category for leaving their respective programs. Admittedly, the standards for these programs must be high, but a more concentrated effort by members of the staff to identify problems earlier, so that possible solutions could be explored, would seem appropriate. It would seem that so far, the evaluation sheets have been used

more mechanically than practically in these programs. An apparent exception was the nurse aide program, where it was found that the proportion of students who were dropped because of a lack of progress had decreased considerably since the last report. In effect, it was twice as low as in the other two health occupations, even though the number of nurse aide trainees has increased by 75 percent. This would seem to suggest that the evaluation sheets were of some advantage, while recognizing the need for additional efforts in the health occupations. This is particularly true of the dental classes where four out of five trainees are dropping out.

The proportion of drops from the other trade & industrial occupations are proportionately high in the program failure category, but low in actual number of drops. The problem is less severe, but it is still a problem. This is especially true if the present percentages are maintained as each of the programs grow.

Drops from the business occupations are generally low or non-existent except for the clerk-typist classes. Here nearly 29 percent of the drops were within the program's present capabilities to prevent. This may reflect higher standards in part, but the majority of reasons (75 percent) had to do with family problems. This would seem to suggest an effort to identify problems as early as possible, so that possible solutions could be explored before the student is forced to drop.

Over one-half of the drops from the agricultural occupations were of the type that could have been prevented. At the same time, these were almost wholly from the farm mechanics classes. One out of every three of their students dropped and in two-thirds of these cases a stronger effort to prevent dropouts could have been effective. A procedure that would allow instructors to identify at an early date the student who is not making progress, shows a lack of interest, has poor attendance or family problems he can solve only by dropping out, could be considered.

Very few of the programs can point to their dropout rate with any pride. Generally, there are too many cases where the dropout is the failure of the program. Certainly, there are some drops which are very difficult to prevent and perhaps some who should drop, but on the whole, it appears that many of these people should have completed their program if their only reasons for dropping were poor attendance, lack of progress or interest, or because of family problems.

It has been pointed out that several of the programs have been able to reduce the true dropout rate by identifying problems early and by making modifications in curriculum and instruction. At the same time it should be noted that the reasons given for dropping have a variety of meanings and they may or may not represent the real reason why someone dropped. For example, the individual's ability to persevere is often dependent upon his level of motivation. A program which attempts to "motivate" someone is faced with a difficult challenge, at best. Therefore, to say that if a given program does this or that it will encourage their students to persevere, is quite difficult. On the other hand, one may never know specifically why the student dropped, but it is known that if some procedure is followed, students are less likely to drop. One such procedure is the use of an involvement concept for motivational purposes in the prevocational program. In effect, if the student is involved, if his problems are identified early and/or if he considers his classes meaningful, he will not drop out because of reasons related to interest, progress, attendance or family problems. One way of at least partially testing this assumption is to compare those who are referred directly to vocational classes with those who first went through prevocational training. (Note: Recently 15 LPN's attended prevocational classes for seven weeks and this will provide additional information on this question. However, it will be one year before they complete their training and their rate of dropping can be compared with previous classes.)

TABLE IV

REFERRAL SOURCES

EDUCATIONAL PROGRAMS	Total Drops	Direct to Vocational f	Direct to Vocational %	Through Prevocational f	Through Prevocational %
Homemaker	2	2	100.0	0	100.0
TRADE AND INDUSTRIAL VOCATIONS					
Custodian	19	15	79.5	4	21.5
Cook	9	3	33.3	6	66.7
Waitress	7	6	85.7	1	14.3
Service Station	4	4	100.0	0	0.0
Dry Cleaning	18	10	55.6	8	44.4
Nurse Aide	41	28	68.3	13	31.7
Lic. Practical Nurse	31	31	100.0	0	0.0
Dental Assistant	10	9	90.0	1	10.0
TOTAL	139	106	76.3*	33	23.7*
BUSINESS VOCATIONS					
Bank Teller	--	--	--	--	--
Bookkeeper	10	4	40.0	6	60.0
Cashier	--	--	--	--	--
Clerk-Typist	28	12	42.9	16	57.1
Sales	7	2	28.6	5	71.4
TOTAL	45	18	40.0	27	60.0
AGRICULTURAL VOCATIONS					
Milker	3	3	100.0	0	0.0
Farm Mechanics	13	11	84.6	2	15.4
Groundsman	2	0	0.0	2	100.0
Vine & Tree Pruner	--	--	--	--	--
TOTAL	18	14	77.8	4	22.2
GRAND TOTAL ALL PROGRAMS	204	140	68.6*	64	31.4*

* $p < .01$

Note: Tests for individual programs were not made because they did not meet t test assumption of 75 or p.n.

It is apparent that the previous assumption received support in Table IV. It was found that over two-thirds of the total drops represented students who had never received prevocational training. In effect, this would suggest that the probability of a person dropping when he had been referred directly to a vocational program was twice as high as when he received prevocational training. This would vary somewhat between programs and vocational areas.

In considering possible causes for individual fluctuations, one is led to the business occupations where an apparent reversal of the trend is evident. Knowing that the business occupations receive twice as many prevocational transfers as the other vocations, one is tempted to suggest that this would increase the probability of any given drop having had prevo training, thus explaining the apparent reversal. In effect, this raises the question of "Are the differences in percentages larger than could be accounted for on the basis of chance alone?" In order to answer this question, Davies' "significance of difference between two percentages" was employed using the formula:

$$t = \frac{(p_1 - p_2) - 0}{\sqrt{\bar{p}\,\bar{q}\left(\frac{n_1 + n_2}{n_1\ n_2}\right)}}$$

In so doing it was found that the difference between percents are greater than one would expect to obtain on the basis of chance alone in less than one out of one hundred cases. This gives additional support to the finding that in the total program, twice as many trainees drop out who did not have prevocational training as those who had prevocational training, and we know that this is not the result of chance alone. Moreover, it tends to support the suggestion that where the business occupations have a higher proportion of prevocational graduates (over twice as many as other programs) the trend would be reversed.

CONCLUSIONS AND RECOMMENDATIONS

1. The need for additional services and staffing to help students to continue their training is very apparent. Without this type of support very little could be done to prevent 106 different drops from the total program. In essence, the New Hope Project has no effective means to prevent over one-third of all dropouts.

2. The true dropout rate for the total project was 10 percent. It was 13.0 percent in the trade & industrial classes, 5.1 percent in business classes, 13.3 percent in agricultural classes, and 9.4 percent in prevocational classes. Basically, there has been little or no change in the dropout rates since the January report except in bookkeeper and prevocational classes.

3. There are a number of procedures currently being employed in the New Hope Project to reduce the number of drops. Some of these appear to be quite effective such as those used in prevo and bookkeeping. Other procedures, as the evaluation forms, have not been as effective to date. In any case, the need for consistent and conscientious effort to reduce the dropout rate in each program is obvious. There are a number of dropouts within the present capabilities of these programs to prevent.

4. It would seem that there is a definite need for the LPN and Dental programs to confront the problem of dropouts and give serious attention to what practical and meaningful solutions may be available to them.

5. Although the drops in any given program may be relatively few, the proportion of those who gave reasons that are within the present capabilities of that program to prevent, represent from one-quarter to three-quarters of all their drops. This would seem to clearly establish a need for each of the several programs to actively consider ways to reduce the number of times their program has failed.

6. Given three dropouts from a program, two will never have received any pre-vocational training. It is clear that the student who attends prevo is over twice as unlikely to drop a class as the student who is referred directly to that class by employment. It is not clear, however, what factors contribute to this high probability of persevering. Clearly, the prevocational student has the advantage, but one can only speculate, at this time, on why.

7. It is recommended that a program of study be initiated to detail specifically the reasons an individual drops a class in order that construction of a meaningful procedure for preventing dropouts can be devised for the entire New Hope Project.

8. It is further suggested that a study be initiated using available data to describe in detail the program dropout and in addition, to predict the potential dropout. This would, in effect, provide practical implications for preventative programs before someone does become a dropout.

* * *